DOCUMENT RESUME

ED 199 683 CS 005 978

TITLE	Adopting the RIPPS Program. Monograph 6.
INSTITUTION	Portsmouth School Dept., R.I.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Feb 78
NOTE	24p.: For related documents see CS 005 972-979. Best copy available.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education: *Program Implementation; *Reading Programs; *Remedial Programs; Remedial Reading; Validated Programs
IDENTIFIERS	National Diffusion Network Programs; *Reading Instruction and Pupil Personnel Services

ABSTRACT

The seventh of eight related documents, this monograph describes the process for adapting the Reading Instruction and Pupil Personnel Services (RIPPS) Program to individual school systems. The appendix includes information designed to assist those involved in adapting the RIPPS program to their schools in writing proposals. Budget, students needs, objectives, and responsibilities of the demonstration staff and adaption staff are some of the areas covered. (HTH)

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ADOPTING THE RIPPS PROGRAM

MONOGRAPH 6

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RIPPS
READING INSTRUCTION & PUPIL PERSONNEL SERVICES

OFFICE OF GRANT PROGRAMS
PORTSMOUTH SCHOOL DEPARTMENT
PORTSMOUTH, RHODE ISLAND 02871

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Prepared by the RIPPS Demonstration Project.

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Preface

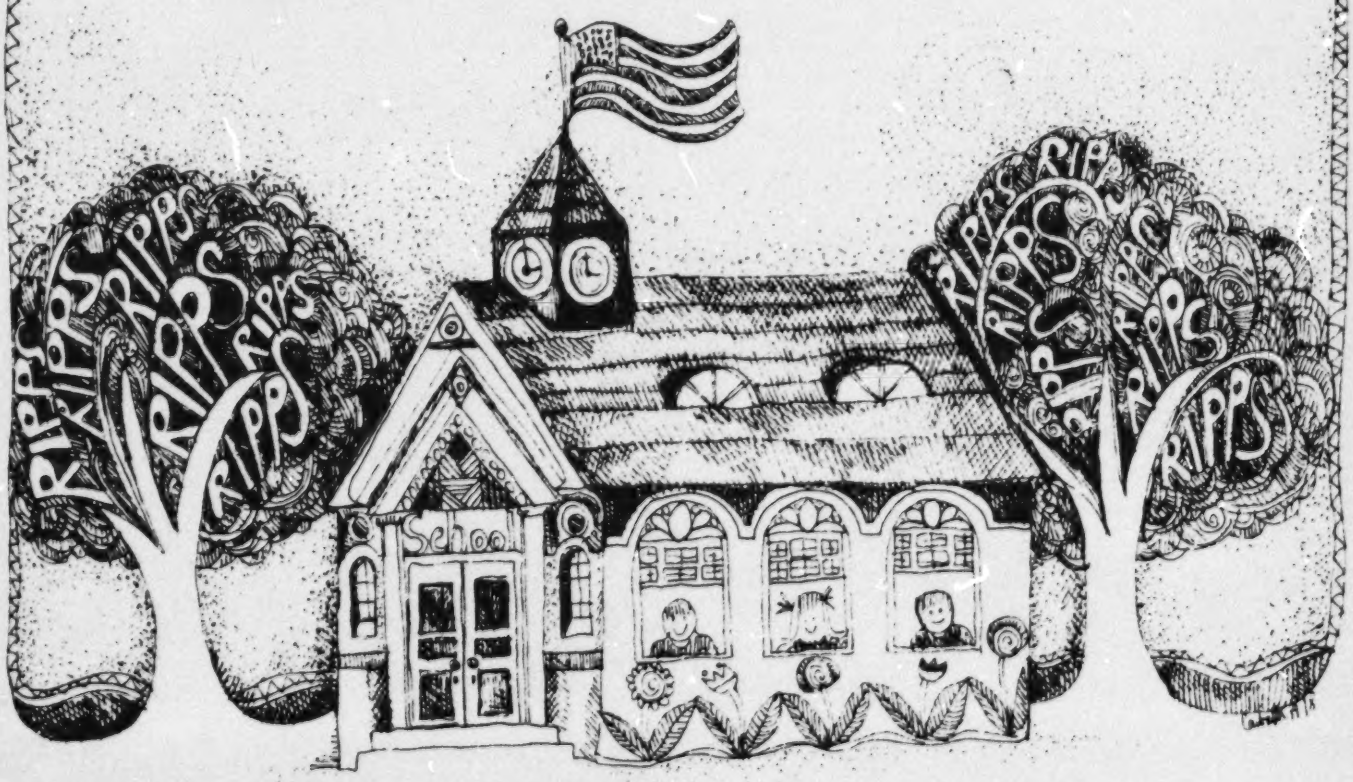
Throughout the monograph the terms ADAPT/ADAPTOR/ADAPTION are used in place of ADOPT/ADOPTER/ADOPTION. Adoption implies that a program be put in place with all elements duplicated exactly as that of the original program. In most cases the program must be modified (adapted) in order to establish the best fit possible due to differences in educational settings (faculties, personnel, student needs, etc.) and the fact that some program components may already be in place.

Introduction

The Reading Instruction and Pupil Personnel Services (RIPPS) project is a nationally validated project. The project has been approved by the Joint Dissemination Review Panel (JDRP) within the Education division of the Department of Health, Education and Welfare (JDRP #74-124). As such, the RIPPS project, developed with Title I funds, has been identified as an exemplary project for national dissemination. Projects so identified have successfully passed a rigorous review process.

The project has demonstrated and proved it meets the educational needs of reading disadvantaged children. The program combines a multi-disciplinary guidance approach with a corrective reading program. The thrust is to identify the child's problem and to assist him to function better. The project uses a reading services program for two basic functions: (1) a corrective reading component to treat reading as a causal factor in a child's progress; and (2) a reading service program to treat reading difficulties as a symptom of other problems (social, emotional, physical, etc.) adversely affecting developmental progress. Each program participant is evaluated by a guidance counselor with output to remedial reading and classroom teachers. Social Worker services are a vital component of the program and psychological/psychiatric services are provided in those cases where diagnostic data shows need.

Detailed monographs are available describing the following: The RIPPS Reading Program, Early Identification and Readiness Program with accompanying Kindergarten Booklet, Pupil Personnel Services, Parenting Skills, Organization and Management of the RIPPS program, and the Student Selection Process.

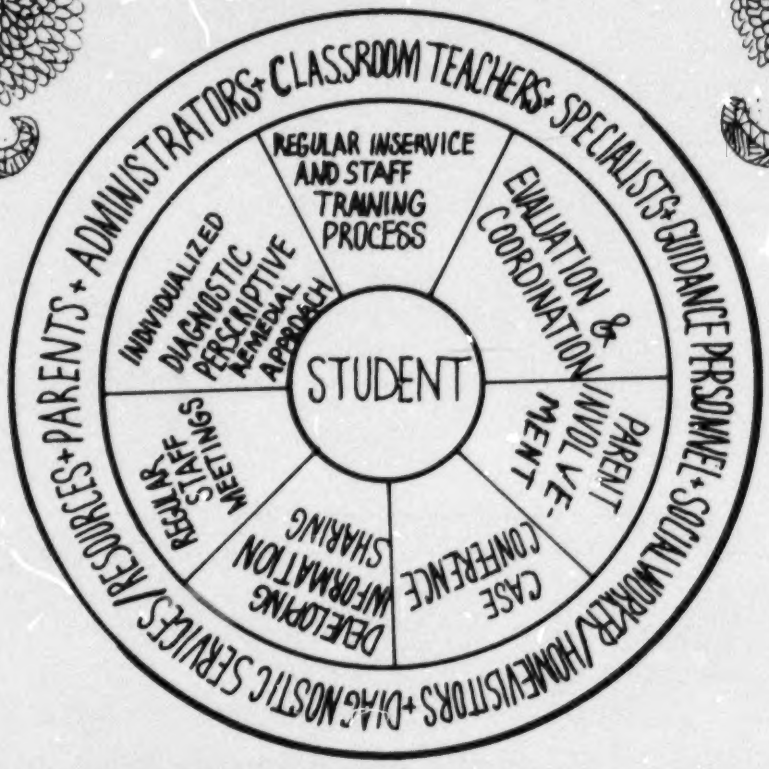


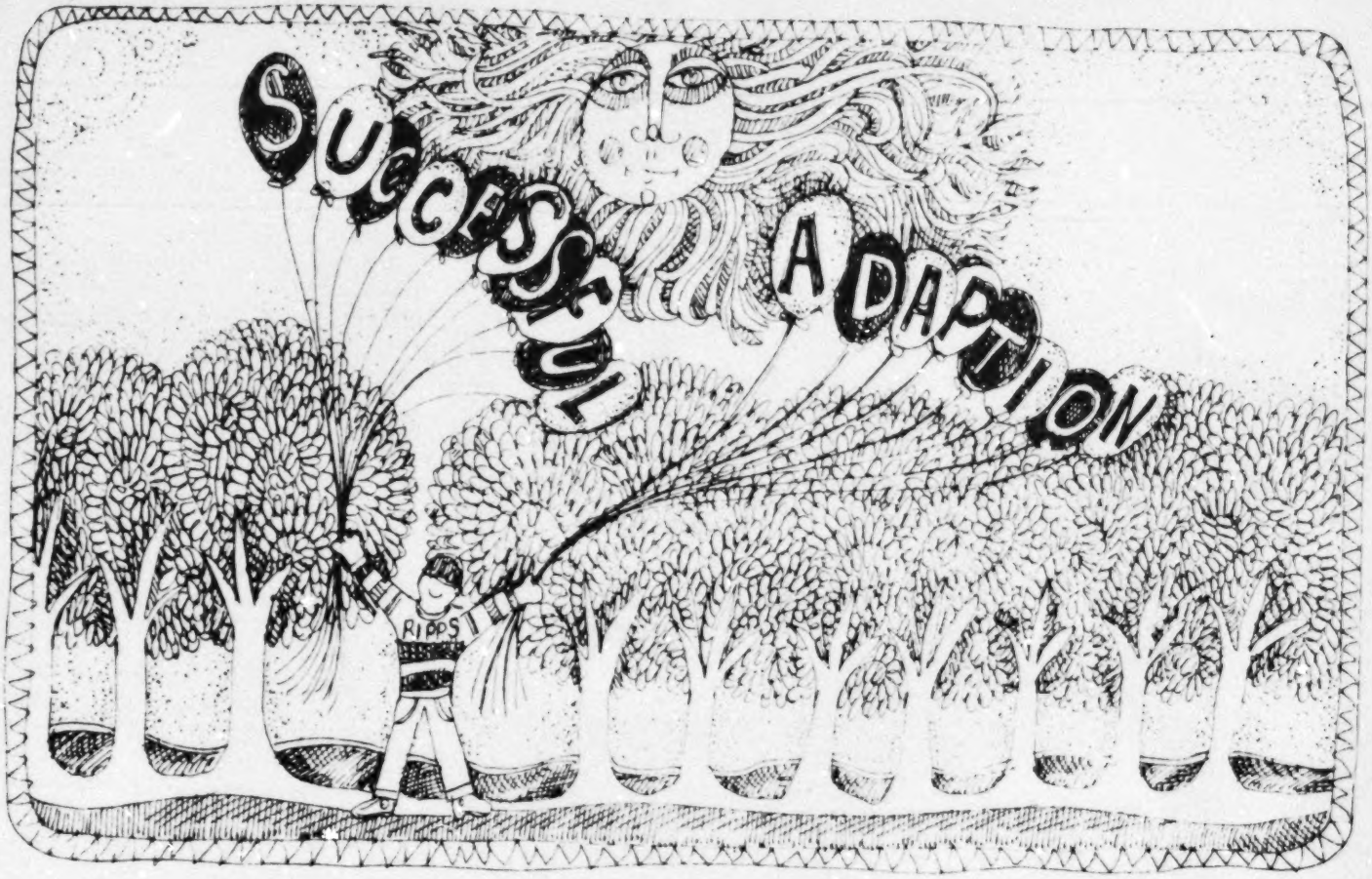
Transferring Success

The RIPPS Project epitomizes the concept that "educational change depends on people". At first glance the program seems complex, however, when familiarized with the program it is found to be one of simple common sense.

The diagram below summarizes the "Who, How, and What" is involved in the RIPPS program. The perimeter describes "who" is involved in the total program, the spokes describe (processes) through which the student receives the necessary services directly or indirectly that result in his success in the classroom.

PROJECT RIPPS


ADMINISTRATORS + CLASSROOM TEACHERS + SPECIALISTS + GUIDANCE PERSONNEL + SOCIAL WORKER/HOME VISITORS + DIAGNOSTIC SERVICES/RESOURCES + PARENTS +
REGULAR INSERVICE AND STAFF TRAINING PROCESS
EVALUATION & COORDINATION
PARENT INVOLVEMENT
CASE CONFERENCE
DEVELOPING INFORMATION SHARING
REGULAR STAFF MEETINGS
INDIVIDUALIZED DIAGNOSTIC PERSCRIPTIVE REMEDIAL APPROACH
STUDENT



Successful transference of any program begins with awareness activities. The Adaptor must become familiar with the basic operation and make up of the project being adapted. However, awareness alone does not provide sufficient data upon which a decision to adapt can be made. The Adaptor must be provided not only with the best information possible but also opportunity for on-site visits by a representative cross section of the school community (teachers, administrators, parents, etc.). This procedure hopefully will ensure that the decision to adapt can be made *by* the school, *not for* the school.

Successful transference cannot occur without the recognition by the Adaptor that something is lacking in its school(s) and is able to identify its need(s). Success of the adaption is enhanced when the adaptor site invests time and effort in assessing the quality and characteristics of the RIPPS program and the degree to which they meet the site's needs, requirements, capabilities, and interests. The program must be tailored to the local community to guarantee a comfortable fit. The Adaptor is encouraged to seek federal monies to get the program in place, but local commitment is required from the beginning in order to ensure that when federal support ends – the program will continue. In most cases Adaptors have many of the components in place and the additional cost factor for implementing the program is minimal.

Successful transference requires organized implementation assistance. If a program is to be successfully implemented, teachers and administrators need gain an understanding of the philosophy and process underlying the program and of particular importance is availability of project staff to answer any questions and/or concerns generated by the Adaptor. There must be adequate training for the Adaptor and close liason with the program staff after the training period to help with any problems that may arise. Additionally there must be training in the area of program management as well as program content. All these factors increase chances of a successful adaption.

Successful transference must include joint decision-making for commitment to adapt. The decision to adapt must include administrators, teachers, school board members, parents and other citizens. In adaptions, teachers and administrators need peer and community support. The community must be made aware of the program, there must be program evaluation, and results that reflect success if the program is to succeed beyond the tryout period. As previously stated educational change depends on people, people that must be "involved" in the decision-making and feel some ownership in the new program.

Implementation Options

The adapting community may as need dictates, implement by any of the following:

Grade Level(s)

Individual Schools

Systemwide

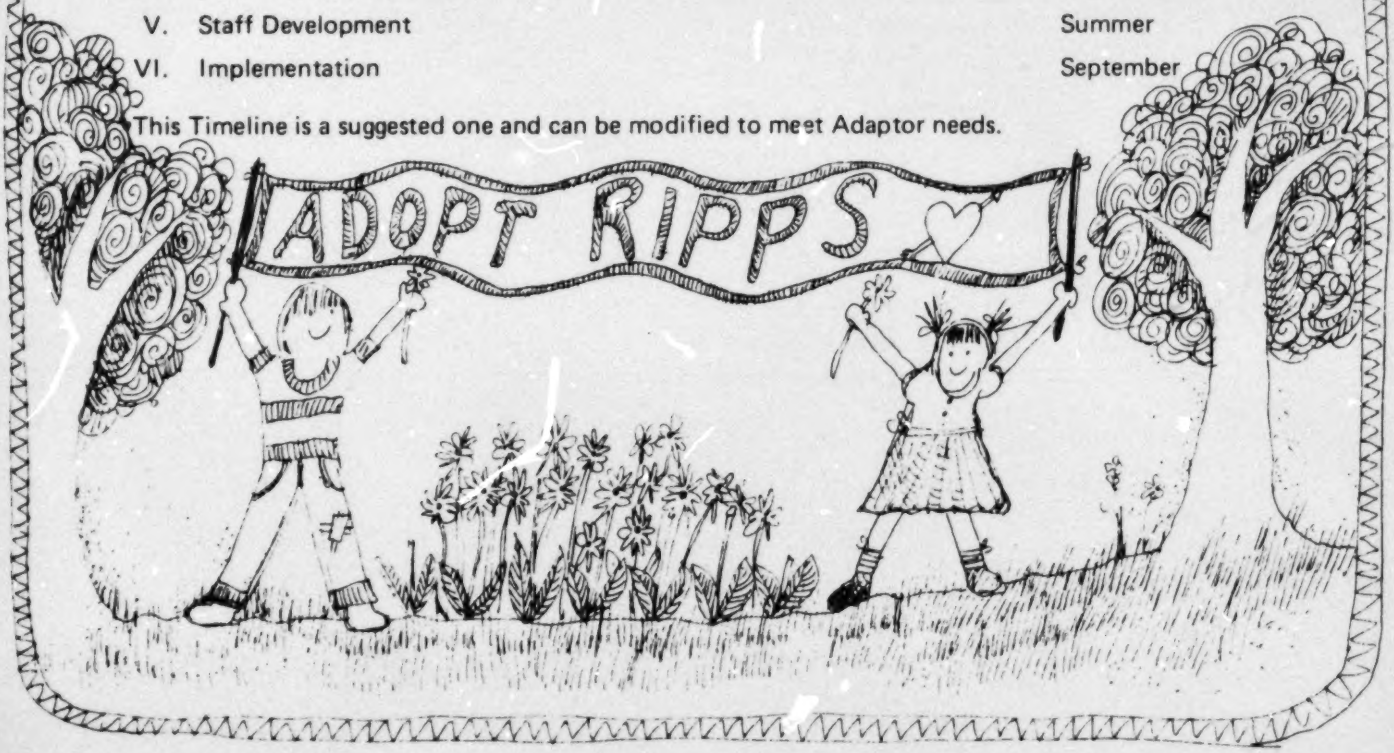
Incorporated in existing federal/state programs for the disadvantaged

Initiating a new federal/state program

RIPPS Adaption Process

I.	Initial Adaption Planning	August/October
II.	Phase II of Planning	November-December
III.	Commitment	January
IV.	Planning for Implementation	January-June
V.	Staff Development	Summer
VI.	Implementation	September

This Timeline is a suggested one and can be modified to meet Adaptor needs.



RIPPS Adaption Process Amplification

I. Initial Adaption Planning August-October

A. RIPPS Team Visitation to Adaptor Site

1. Two teams each comprised of a reading teacher and a guidance counselor would visit adaptor to review present program, staff, and resources.

(September/Cctober)

2. Demonstration Project supervisory staff would visit adaptor to assist in forming of Adaption Team and setting up process for Adaptor.

(September)

B. Needs Assessment materials and suggested assessment process provided by Demonstrator to be used as need indicates.

(October)

C. Review of available community needs assessment if available.

(September/October)

D. Review of school/community climate.

(September/October)

E. Evaluation of above date and development of a Plan of Action Report.

(October)

F. RIPPS/Adaptor Team Discussion of Plan of Action

(Late October)

II. Phase II of Initial Adaptor Planning November-December

A. Adaptor Visitation to Demonstrator

1. Full day visitations by adaptor personnel
2. Regularly scheduled visitations throughout time frame
3. Adaptor personnel required to attend some RIPPS staff meetings and case conferences.

B. RIPPS/Adaptor Team Discussions regularly to Revise Plan of Action.
(October thru December)

III. Commitment by Adaptor to Continue Implementation Process by January.

IV. Planning for Implementation January-June

A. Awareness Program for teacher groups, parent groups, administration, school committee/ boards in order to achieve wide acceptance of process.
(January/February)

B. Assist in planning for implementation January-April

1. Budget for resources, testing material
2. Staff and Staff Development
3. Funding possibilities (Title IVC; Title I, Special Ed., etc.)
4. Selection of grade level, schools to be involved, and students
5. Management System including intra staff communications
6. Parenting Program

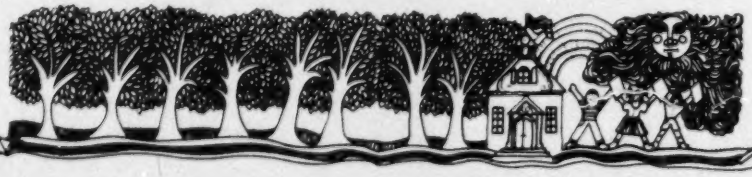
C. Additional Site Visitations by Adaptor Staff and Public
(February-April)

D. Assistance with application for special funding.

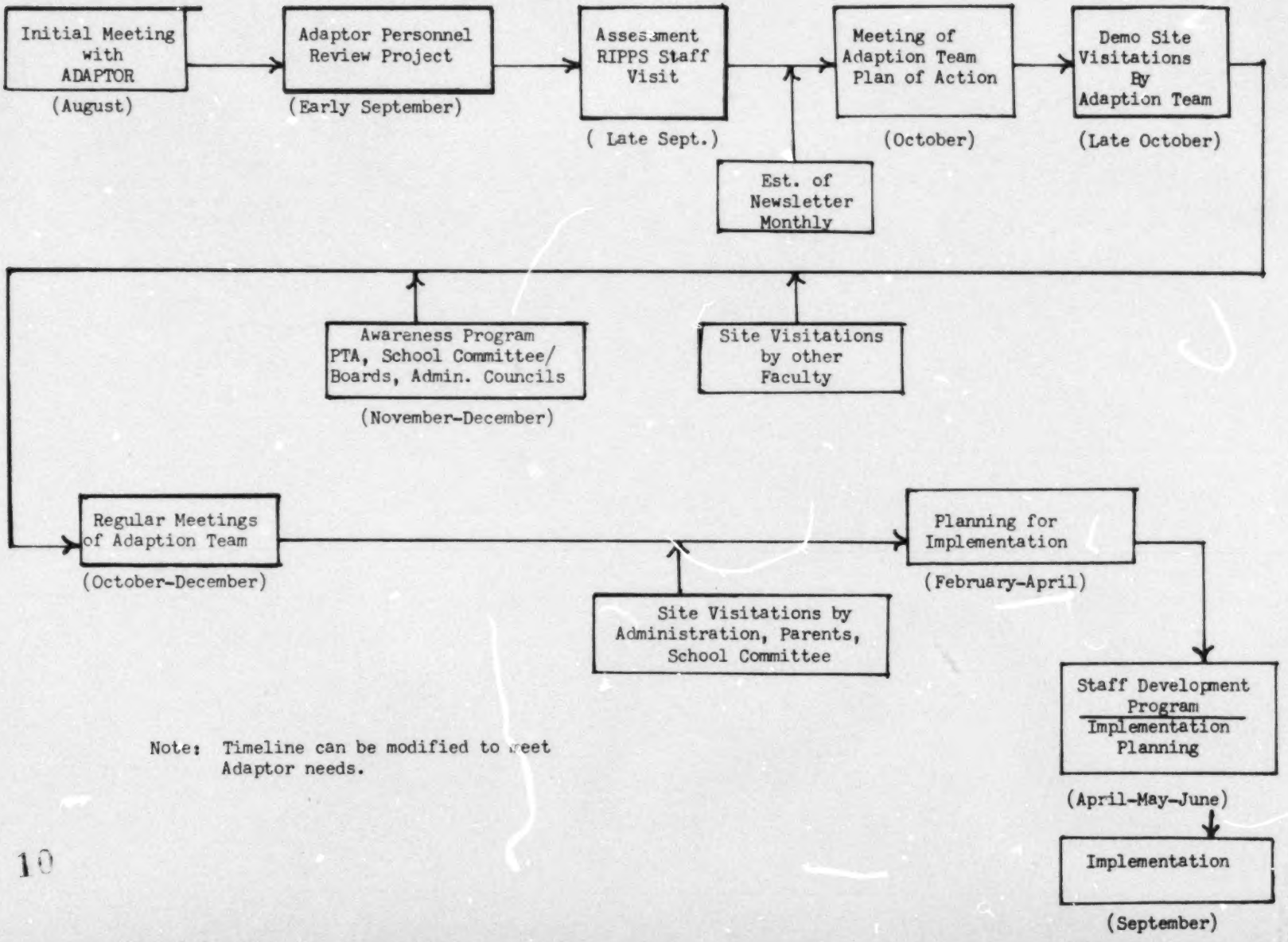
V. Staff Development Program Late Spring/Summer

VI. Implementation September

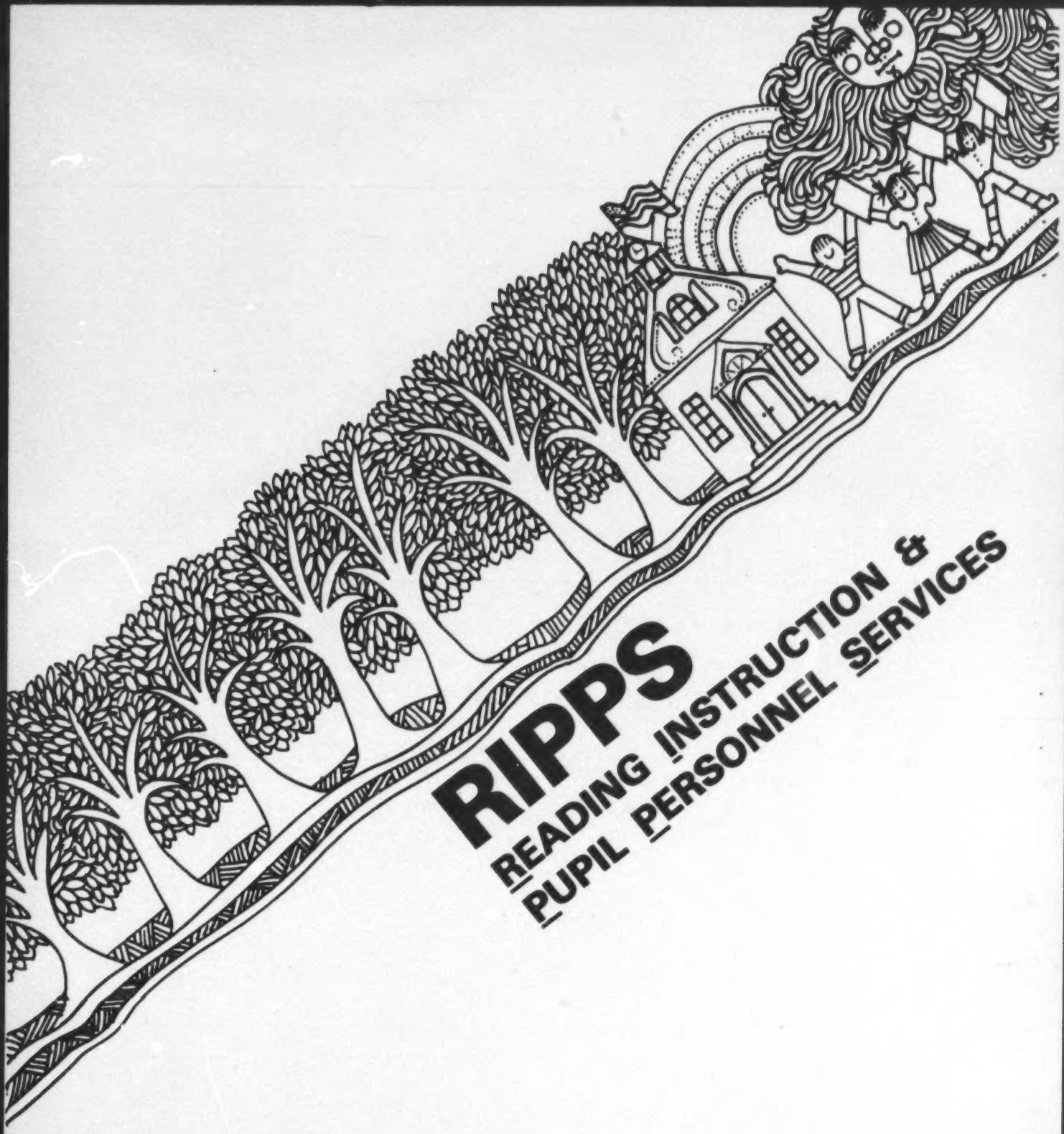
NOTE: Timeline can be modified to meet Adaptor needs.



ADAPTION TIMELINE & SCHEMATIC



Note: Timeline can be modified to meet Adaptor needs.



RIPPS

READING INSTRUCTION & PUPIL PERSONNEL SERVICES

APPENDIX

Included in the appendix is information designed to assist Adaptors in writing proposals. Some of the information is general in nature (overview, needs, budget) and other information specific (objectives, responsibilities of Demonstration Staff and Adaption Staff). It must be kept in mind that the information is provided as a guide only, as Adaptor proposals should reflect the needs of the adapting community.

PROGRAM INFORMATION

Overview

The Reading Instruction and Pupil Personnel Services (RIPPS) project was validated by the United States Office of Education on December 16, 1974 (JDRP Approval Number 74-124). The project has demonstrated and proven that it meets the educational needs of reading disadvantaged children. The program combines a multidisciplinary guidance approach with a corrective reading program. The thrust is to identify the child's problem and to assist him/her to function better. The processing elements include teacher referral, initial diagnosis, individual treatment program, and continuing assessment of child's progress. Referrals to other programs and agencies are made for child whenever necessary. The project uses a reading services program ... two basic functions: (1) a corrective reading component to treat reading as a causal factor in child's progress; and (2) a reading services program to treat reading difficulties as a symptom of other problems (social, emotional, physical, etc.) adversely affecting developmental progress. Each program participant is evaluated by a guidance/psychological/psychiatric team with output to remedial reading and classroom teachers.

The adaption project will involve developing a local team of educators and laymen who will work with the demonstration project team to plan for and implement the RIPPS program in (Insert). As research supports the premise that educational change depends on people, the project involves adaptor personnel directly involved in the RIPPS program at the demonstrator site, demonstrator staff involvement at the adaptor's site, staff development at both locations, and an awareness program for local staff, parents and the public in general.

The project will have significant impact on the entire educational program in (Insert) and specifically in our reading (insert in addition other areas) and our pupil personnel services.

Needs

Review of local data from (insert what the data is e.g. statewide testing, community needs assessment, local testing programs, staff assessments, principal/teacher observations, parent comments) indicate that many children are experiencing difficulty in the basic skills and the learning process. It was also determined that many of these children had other difficulties as well i.e. environmental, social, emotional, etc.

(Indicate specifically the Community Needs Assessment results that are applicable (if conducted).)

(Indicate specifically Right to Read assessment activities if any.)

(Indicate specifically standardized testing results which show below level results.

These results are similar to the needs of the system that developed the RIPPS program and are the major reason that the (insert) school department wishes to adapt the program to strengthen our local program.

Objectives (The method for identification of objectives to be used is as follows: the first objective is labeled 1.0, the second objective is 2.0 etc.)

1.0 The adaptor will form will RIPPS adaption team to work with the demonstrator staff to develop a plan of action for implementing RIPPS components that meet local needs.

2.0 The adaptor working with the demonstration staff will develop an awareness program which will include weekly staff visitations to the demonstration site, regular demonstrator/adaptor meetings, and a public relations vehicle.

3.0 The adaptor with demonstrator assistance will develop a process which will involve parents, teachers, administrators, school committee members and others in the selection of RIPPS components which match the needs of the adaptor. The interests of all involved groups must be considered in order to achieve local commitment.

4.0 The adaptor working with the demonstrator will develop a plan for formal and informal inservice training at both sites in order to convey the program philosophy, management, and actual operation which can only be done by personal contact.

5.0 The adaptor with demonstrator assistance will develop a local plan designed to guarantee successful implementation.

Activities (A separate sheet is to be completed for the activities relating to each objective.)

1.0 The adaptor will form RIPPS adaption team to work with the demonstrator staff to develop a plan of action for implementing RIPPS components that meet local needs

Activities	Dates
1.1 RIPPS TEAM Visitation to Adaptor Site.	
a. Two teams each comprised of a reading teacher and a guidance counselor would visit adaptor to review present program, staff, and resources.	September/October
b. Demonstration Project supervisory staff would visit adaptor to assist in forming of Adaption Team and setting up process for adaptor	September
1.2 Staff Needs Assessment provided by the evaluator participation by all adaptor site professional staff.	October
1.3 Review of available community needs assessment if available with state staff.	September/October
1.4 Review of school/community climate	September/October
1.5 Evaluation of above data and development of a Plan of Action Reprot.	
1.6 RIPPS/Adaptor Team Discussion of Plan of Action	

Activities (A separate sheet is to be completed for the activities relating to each objective.)

2.0 The adaptor working with the demonstration staff will develop an awareness program which will include weekly staff visitations to the demonstration site, regular demonstrator/adaptor meetings, and a public relations vehicle.

Activities	Dates
2.1 Adaptor Visitation to Demonstrator Site*	
a. Full day visitations by adaptor personnel	
1. First day for orientation 2. Adaptor personnel to actively participate in RIPPS Program.	November/December
b. Visitations to be weekly throughout time frame	
c. Adaptor personnel required to attend some RIPPS weekly staff meetings.	
2.2 RIPPS/Adaptor Team Discussion Regularly Update Plan of Action	October-December
2.3 Establishment of an adaptor Newsletter and other publications	October

*Frequency of visits dependent upon funding and location of Adaptor.

Activities (A separate sheet is to be completed for the activities relating to each objective.)

3.0 The adaptor with demonstrator assistance will develop a process which will involve parents, teachers, administrators, school committee members and others in the selection of RIPPS components which match the needs of the adaptor. The interests of all involved groups must be considered in order to achieve local commitment.

	Activities	Dates
3.1	Awareness Program for teacher groups, parent groups, administration, and school committee in order to match RIPPS components with local needs.	January/February
	Commitment by Adaptor to Continue Implementation Process	February

Activities (A separate sheet is to be completed for the activities relating to each objective.)

4.0 The adaptor working with the demonstrator will develop a plan for formal and informal inservice training at both sites in order to convey the program philosophy, management, and actual operation which can only be done by personal contact.

Activities	Dates
4.1 Additional site visitations by adaptor staff and public.	February - April
4.2 Staff Development program developed to meet the needs of the adaptor at both sites.	February - May

Activities (A separate sheet is to be completed for the activities relating to each objective.)

5.0 The adaptor with demonstrator assistance will develop a local plan designed to guarantee successful implementation.

Activities	Dates
5.1 Assist in planning for implementation	
1. Budget for resources, testing material	
2. Staff and Staff Development	
3. Funding possibilities (Title IVC; Title 1, Section 4; Special Education, etc.)	
4. Selection of Students, grade level, schools to be involved.	
5. Management System including intra staff communications	
6. Parenting Program	February - June
5.2 Assistance with application for Title IVC Adaptor Grant.	May
5.3 Additional Staff Development	July - August
5.4 Implementation	September

Evaluation Methodology

Objective	Evaluation Methodology
Note: The program will have an outside evaluator who will be responsible for developing specific instruments, and other assessment techniques as required.	
1.0	Establishment of an adaption team, conducting a needs assessment, completing site visitations, and developing a plan of action by dates indicated.
2.0	Development of an awareness program and implementation by the dates indicated.
3.0	Development of a total involvemnet process and implementing the process by the dates indicated.
4.0	Development of an inservice training model and implementing the model by the dates indicated.
5.0	Implementation plan design by the dates indicated. The plan will include student assessment instruments which can be used to evaluate the success of the adaption.

RIPPS ADAPTION PROJECT
SAMPLE BUDGET
WORKSHEET

SALARIES

Part time Coordinator - Suggest at least half time. The replacement cost for a half time person would have to be budgeted at local rates. $_____

Stipend for Coordinator - Extra responsibilities, extra working hours, etc. Budget at local rates. $_____

Clerical Assistance - Some assistance required. Local personnel may be used, volunteers used, or person hired on a part time basis.
NOTE: In some instances cost for clerical assistance is not an allowable federal program item. $_____

Substitute Costs/After Hours Stipends - In order to free staff for visitations funds for substitutes should be included. If after school meetings are required, compensation may be included. $_____

FIXED CHARGES

Costs for medical insurance, Social Security, and any other benefits per local contracts and regulations. $_____

TRAVEL/ACCOMMODATIONS

Costs for visitations to project site in Portsmouth and costs for any required travel by RIPPS staff to locations outside Rhode Island. $_____

EVALUATION

Costs for evaluation services if required. $_____

SUPPLIES AND MATERIALS

Amount should be budgeted to allow for dissemination of materials at adaptor site, production of a newsletter, and to purchase sample copies of materials used in the RIPPS program, testing materials, etc. $_____

RESPONSIBILITIES OF DEMONSTRATION STAFF

a. Assist Adaptor in forming Adaptor Team and setting up Adaption process.

b. Form RIPPS TEAMS to visit Adaptor site to review present program, staff, resources.

c. Assist Adaptor Team in formation of Plan of Action after needs assessment and related supporting data evaluated.

d. Provide on-site accomadations for visiting Adaptor personnel.

e. Assist Adaptor Team with continual update of plan of action.

f. Assist Adaptor in development of Awareness strategies.

g. Assist Adaptor in staff development program strategies.

h. Assist Adaptor in developing local implementation plan (see "m" under Adaption Staff).

i. Assist Adaptor in seeking Adaption funding.

j. Assist Adaptor with implementation of the RIPPS program.

RESPONSIBILITIES OF ADAPTION STAFF

a. Form an Adaption Team

b. Develop a plan of action for implementing RIPPS components.

c. Perform staff Needs Assessment.

d. Review available community needs assessment data, if any.

e. Review school/community climate.

f. Evaluate "c-e".

g. Full time visitations on regular basis to RIPPS site.

h. Continual update of Plan of Action.

i. Establish newsletter and related publications.

j. Develop Awareness Program for professional staff, administration, and community.

k. Plan for formal commitment to continue Implementation Process by February, 1978.

l. Initiate staff development program to meet Adaptor needs (at both sites).

m. Develop local implementation plan to include: Budgeting for resources, materials, staff and staff development, student selection, management systems, systems, parenting programs.

n. Provide for services of an outside evaluator.

o. Plan implementation of RIPPS program for following school year.